

NEXT-GENERATION INSTRUCTIONAL PROGRAMS AND SUPPORT PROPOSED ACCOUNTABILITY MODEL DRAFT FOR DISCUSSION

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

BACKGROUND

Education Commissioner Terry Holliday and staff in the Kentucky Department of Education continue to discuss with the Kentucky Board of Education (KBE) and various stakeholder the broad concepts proposed for a future state accountability model. This document deals specifically with the Next Generation Support Systems Accountability Model

A BALANCED APPROACH

Senate Bill 1 (2009 Kentucky General Assembly) requires Kentucky to begin a new assessment and accountability system in 2011-2012. The proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts.

The list below details the indicators that could be included in the future accountability model around each of these strategic priorities.

Next-Generation Learners	Next-Generation Professionals	Next-Generation Instructional Programs and Support	Next-Generation Schools/Districts
Achievement (Proficiency) Gap Growth Readiness for College/Career Graduation Rate	Percent Effective Teachers Percent Effective Leaders	Program Reviews Arts/Humanities Practical Living Writing (World Languages-added at later date) Working Conditions Survey (Under discussion for move to Next-Generation Professionals or removal from accountability)	Revised Report Card New Accountability System

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The attached document is an overview of the proposed accountability model for Next-Generation Instructional Programs and Support.

Calculation for School Point Total

Points generated in Program Reviews for 3 areas (Arts/Humanities, Practical Living, and Writing) .
(World Languages and Primary added after development).

Distinguished	<u>Cut score (to be determined)</u> points or more in Elementary/Middle/High: Arts/Humanities+Practical Living+Writing
Proficient	<u>Cut score (to be determined)</u> points or more in Elementary/Middle/High: Arts/Humanities+Practical Living+Writing
Needs Improvement	<u>Cut score (to be determined)</u> points in Elementary/Middle/High: Arts/Humanities+Practical Living+Writing

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School/District Accountability Model

Grade Range	Arts/Humanities	Practical Living	Writing	World Language	Primary
Elementary	Program Review Overall	Program Review Overall	Program Review Overall	Phased In	Phased In
Middle	Program Review Overall	Program Review Overall	Program Review Overall	Phased In	Phased In
High	Program Review Overall	Program Review Overall	Program Review Overall	Phased In	Phased In

Weights (percentage) recommended:

Grade Range	Arts/Humanities	Practical Living	Writing	World Languages	Primary	Total
Elementary	33.3	33.3	33.3	Phase In	Phase In	100
Middle	33.3	33.3	33.3	Phase In	Phase In	100
High	33.3	33.3	33.3	Phase In	Phase In	100

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Proposed Program Review Calculation:

Overall: Each school will receive an overall score for each program review. A standards setting process will determine the cut scores for distinguished, proficient and needs improvement